

Teacher(s): Johnson

Subject: Government

Week of: Feb 5 – 9, 2018

Week: 24

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 1 Compare and contrast various systems of government  SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Verify who still owes make up work from CG 1 which is needed for progress reports  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Divide into groups based on Do Now; assist as needed  <b>Work Session:</b> Collaborative Learning ( <i>You do together</i> )- those ID'd in Do Now complete CG 1 work for turn in OR Collaborative Learning ( <i>You do together</i> )- those not ID's in Do Now complete CG 2 work and study for Unit 1 Test (CG 1,2) using Review handout  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Quick review of GSE and elements for test <b>Home Learning:</b> Study for Unit 1 Test using review handout	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A CG 1 catchup CG 2 catchup  <b>Summative:</b>
	Purpose: To provide the students an opportunity to complete work that had not been turned in and to review for the Unit 1 Test			
Tues	Standard(s): SSCG 1 Compare and contrast various systems of government  SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- 5 min quick study  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review testing procedures  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete Unit 1 test and turn in class work set  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- What 2 areas gave you the most trouble?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Classwork turn in  <b>Summative:</b>  Unit 1 Test
	Purpose: To allow the students to validate their mastery of the material covered in the Unit exam			
Weds	Standard(s): SSCG 1 Compare and contrast various systems of government  SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Prep for review of Unit 1 test with Test using review handout  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Identify all areas of strengths and weaknesses on the review sheet for remediation  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Breakdown, discuss and review the areas of weakness that will be retested on Thursday  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Who wrote the Declaration of Independence  <b>Home Learning:</b> Study the areas of weakness for Retest	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A  <b>Summative:</b>
	Purpose: To provide students the opportunity to remediate their areas of weakness in preparation for Unit 1 retest			

Thurs	<b>Standard(s):</b> SSCG 1 Compare and contrast various systems of government  SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- 5 min quick study  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review retest procedures  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- complete Unit 1 Retest based on RTI  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How helpful was the Review sheet for the test and retest?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A
	<b>Purpose:</b> To allow the students to validate their remediation on areas of weakness			<b>Summative:</b>  Unit 1 Retest
Fri	<b>Standard(s):</b> ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>MAKE UP SESSION</b> <b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Sign in to Achieve 300 (Lab 216)  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 <sup>st</sup> score and showing me that you have 5 dots indicating completion of the work  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete requirements of the reading assigned on Achieve 3000  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Verify quiz grades and completion of the 5 areas  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>• Achieve 3000</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Achieve results
	<b>Purpose:</b> To provide students with an opportunity to enhance their ability to read within a structured online environment.			<b>Summative:</b>